

Honoree: Bishop Daniel Alexander Payne

Grade Level: 3-5

Subject: Math and ELA

Standards:

Math

Standard 5-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

5-1.1: Analyze information to solve increasingly more sophisticated problems.

5-1.3: Explain and justify answers based on mathematical properties, structures, and relationships.

5-1.5: Use correct, clear, and complete oral and written mathematical language to pose questions, communicate ideas, and extend problem situations.

ELA

Standard 5-6: The student will access and use information from a variety of sources.

5-6.1: Clarify and refine a research topic.

5-6.6: Use the Internet as a source of information.

Goal/Objective:

(NOTE: This activity may require 2 days)

ELA: Students will conduct research through the use of the internet or by means of an interview of a relative, neighbor, or community member that was in elementary school during the 1960's. The student will gather information to create a school schedule from the 1880's, 1930's, 1950's 1960's to compare and contrast the timeline of school schedules.

Math: Students will create a daily school schedule for elementary school students during the time of the Civil Rights movement (1950-1960) to compare the differences.

Items/Materials:

"Suggested Interview Questions" sheet (attached)

"Schedule Requirements" sheet (attached)

Construction Paper and Markers

Internet access

Steps/Strategy

1. The teacher should give the students a current school schedule from their school.
2. Have students work in groups of threes to research, create and compare school schedules from the different time periods.
3. The teacher should help guide students to determine the age range of the citizens to be interviewed for the activity.
4. The teacher should model how to conduct an interview using the "Suggested Interview Questions" sheet.
5. Have students brainstorm possible people to interview and select questions to ask from the "Suggested Interview Questions" sheet as well as create additional questions.
6. The teacher should model a sample schedule using the "Schedule Requirements" sheet.
7. Have students create and record final drafts of school schedules construction paper.
8. Have students write a summary of the differences in school schedules and course requirements then and now.

Group Members: _____

Suggested Interview Questions

1. What years were you in school?

2. What subjects/course did you have to take, and how long were they taught during each day?

3. What time did the school day start and end?

4. Did you have lunch and/or recess? If so, how much time?

5. Other Questions: _____

Group Members: _____

Schedule Requirements

Make sure that your school schedule follows all of the guidelines below. Use the answers from your interviews to help you with decisions in creating your schedule.

- The scheduled school day must be at least 360 minutes long.
- There can be no more than 30 minutes for lunch
- There can be no more than 30 minutes for recess (you do not have to include recess in your schedule).
- Math time should be at least 60 minutes.
- Reading/Writing time should be at least 60 minutes
- Related Arts time (PE, Music, Art, etc.) cannot be longer than 60 minutes

You may have additional activities in your school schedule as long as they follow the above guidelines.